
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Vol. IX

FEBRUARY, 1929

No. 6

Speed Possibilities

By Thomas J. Smyth

Instructor of High Speed Stenography, College of the City of New York

THE possibilities for arousing and maintaining interest in the shorthand speed class are so varied and numerous that the teacher entering this particular field of shorthand work can easily overcome the monotony of straight dictation and transcription practice. It was not so long ago when the popular notion of a speed class was a group of shorthand writers, a dictation book, and a dictator. If no dictator were available, each writer in the group took his turn at dictating to the others, and in this way a continuity of dictation practice was obtained. Strange to relate, the practice still exists, but at the most it is uninteresting and tedious to the point of drudgery.

Instilling Confidence

It is found that the average student lacks the confidence necessary to transcribe orally before an audience of strange persons. It is a simple matter to read back one's notes from the comfort and security of the classroom desk, but when called upon under adverse conditions the student gives a faltering and

miserable display of transcription ability. Many candidates fail in the oral part of civil service examinations when requested to read back their notes by the examiner, mainly through lack of confidence. The young reporter experiences the same embarrassing feeling when, with all eyes in the court room directed toward him, he is asked to read back what the witness has said.

An excellent method, seemingly elementary in its nature but capable of giving splendid results, is to have each student stand at the front of the room and transcribe while squarely facing the rest of the class, with the result that confidence is thereby acquired during the learning process instead of deferred to a time when embarrassment might ruin an otherwise promising career. A few timid or self-conscious pupils may not take kindly to this method at first, but with a few words of explanation as to the purpose and benefits to be gained they will fall in line without further objection.

The civil service method can be employed by the teacher to good advantage. After a selection has been dictated, the teacher should

select certain spots in the article for the students to find, in each case giving the first few words as a lead. The first student finding the place may be permitted to transcribe without further notice from the teacher.

Acquiring Accuracy

Accuracy in reading back notes can be acquired in an interesting way under the stimulus of competitive transcription. The first student assigned to transcribe is permitted to continue until he makes an error or hesitates in reading, and at this point any other student who can take up the transcription correctly may substitute for the one reading. This method is so fascinating and results in so much enthusiasm at times that some selective supervision on the part of the teacher may be required to prevent disorder or simultaneous correction by more than one student.

The teacher can instead have the correcting students raise hands so that only one may be selected to substitute; in this way also, one or two exceptional students will not monopolize the entire transcription if the teacher selects the substituting transcriber.

Rotating Transcription

When important cases are tried in court, the reporters generally work in shifts to supply daily copy or immediate transcripts of the testimony to the parties desiring it. The teacher can utilize this method to stimulate interest. After a somewhat lengthy article has been dictated, a separate paragraph should be assigned to each individual in the class for transcription. If the paragraphs are designated by consecutive numbers, all the teacher has to do is to call out the numbers and each appropriate student follows in rotation with his transcription. The student in this way knows in advance what portion he is required to read back, and can accordingly concentrate his attention upon correcting outlines in the balance of the article while the others are reading back. It will be found that pupils enjoy these variations. Transcription of itself is very often dull and monotonous enough, and any device tending to relieve the tediousness of the work should be utilized by the resourceful teacher.

Verbatim Speakers

The real test in writing shorthand is the ability to report a speaker verbatim. The students become so accustomed to the familiar sound of the same teacher's voice over and over again that they find it extremely difficult to take dictation from a strange voice. Then too, class dictation as a rule is regular

and steady in delivery and does not even approximate normal conditions of everyday speech.

In nearly every school there is a department of public speaking, whose teachers would be willing to coöperate with the stenographic department in furnishing youthful orators for the double purpose of rehearsing their speeches and having the remarks taken down in shorthand. Here is a fertile field which has apparently been overlooked. This form of verbatim dictation can be used with excellent results in speed classes. The teacher should at times discard the stopwatch and dictate without regard to any set speed. If the matter be dictated at a varying rate of speed to imitate the delivery of speech in everyday life, beneficial results are sure to follow. It is a mistaken notion that continued dictation at a breakneck pace is absolutely essential to speed progress.

Radio Dictation

When radio broadcasting was in its infancy, the writer of this article was among the first to realize the vast possibilities for speed practice through this medium. Variety of speaker and subject are obtainable almost any evening on one or more local broadcasting stations. At the present time the Sunday edition of the *New York Times* lists the important talks for the entire week following. If such a list is not available to the student, he can scan the hourly radio programs published in the daily papers from which the outstanding talks may be obtained and arranged in tabular form for convenience. Much valuable supplementary practice can be obtained in this direction provided the speed is within the range of the student's ability. This form of practice, however, should not be made an end in itself, but merely a means of testing the student's progress and urging him on to further effort.

The teacher might find it worthwhile to assign the class to take down over the radio at home the remarks of a pre-announced speaker. The outlines could be transcribed later in class and the best written transcript used by the teacher for repetition practice.

Endurance

Some students tire very easily when writing shorthand. As soon as they become weary they grunt and groan, and soon lay down their pens in desperation. Wisely directed dictation practice with a view to endurance, preferably at a low rate of speed, will serve to remedy this shortcoming of the average student. When it is remembered that the professional writer is required to sit at his

desk for hours at a time and write shorthand continuously, the necessity for cultivating this trait in the student is all the more apparent.

One need only recount what was required of the official stenographers in the private or secret hearings of the Queens Sewer Investigation recently held in Queens County of New York. The stenographers who reported the sessions worked in shifts of three, and quite often singly all day long, from half-past nine in the morning until five o'clock in the evening, for a period of approximately three months. A typewritten transcript of 250 pages, double spacing, constituted a fairly good average day's work. When it is mentioned that the entire proceedings were reported in 9000 pages of typewritten testimony, then the student of shorthand will comprehend the demands made upon the writer in practical reporting work and realize that the ability to write for extended periods without breaking down under the strain is very essential.

It is within the province of the shorthand teacher to make use of the possibilities for greater interest and enthusiasm in the speed class. Encourage the students to write shorthand at every opportunity; relate to them the incidents that go to make up the actual everyday work of the professional writer or reporter; keep them posted on matters of interest in the shorthand profession, such as conventions, meetings, civil service examinations, openings in the shorthand field, and the like; give them to understand that the work they are pursuing is a worthwhile but exacting one, and that they cannot expect accomplishment and success unless they are willing to put forth the time and effort that has carried others to the top of the profession. The speed class can continue to be a dull and lifeless procedure, or it can be made to vibrate through the energy and resourcefulness of the teacher who feels there is much more to speed work than mere straight dictation and transcription.



Is John Getting Ahead in Typing?

By Elizabeth S. Adams

Pacific Coast Office, Gregg Publishing Company, San Francisco

DO you want to find out how your students are measuring up in the quality of the work they are doing in the typing room? If you keep systematic records you will find it very easy to compare the work your students are doing with the progress made by the students of a large cosmopolitan high school in Portland, Oregon.

The text used is New Rational Typewriting. The time allotment is one period of 45 minutes a day. The type of procedure follows closely the program of skill development outlined on pages 7-8 of the bulletin issued this Fall by the Gregg Publishing Company, "Balance in Skill Training." (If you have not received your copy send for it.) There are no outside favoring circumstances to make the work in this school superior to that anywhere else. The teachers, it is true, are exceptionally alert, intelligent, and progressive, also, from my observation, hard working and enthusiastic. The students are responsive. ACCURACY is held as the *goal*, SPEED as the *reward*.

The records were furnished at my request, because I wanted to see at what rate individual students were improving their speed in stroking. I was not interested in class medians,

or scores that were high or low. I wanted simply a record of each individual's progress over a period of ten weeks. When the record reached me I felt that many earnest teachers would welcome such a record for comparison with the records of their own students. Study carefully these thirty-two scores.

Comparative Scores

15-MINUTE TESTS

Net Speed (Words a Minute) and Errors
SECOND SEMESTER TYPEWRITING CLASS

One Period a Day

Student	First Test	First Ten Weeks				Last Four Tests ending with tenth week
		26-7	37-5	35-6	33-7	
1	26-7	37-5	35-6	33-7	39-7	
2	32-8	38-8	43-7	47-2	42-5	
3	36-8	44-3	41-8	47-8	46-6	
4	19-8	30-8	31-8	37-8	37-5	
5	28-8	37-5	36-4	41-1	39-4	
6	33-2	40-4	49-4	41-3	45-4	
7	26-3	28-7	33-6	35-4	35-6	
8	29-6	35-4	35-7	37-7	41-5	
9	24-1	30-5	30-2	31-2	33-2	
10	34-3	42-2	41-7	40-7	43-8	
11	20-4	30-3	30-4	38-2	35-4	
12	38-7	43-8	44-6	44-7	45-7	

Student	First Test	Last Four Tests ending with tenth week			
13	21-6	31-5	29-5	30-4	33-2
14	23-5	32-7	32-6	36-5	37-5
15	20-8	35-7	32-8	31-8	36-7
16	34-4	41-8	43-7	44-8	47-3
17	24-5	32-7	33-3	34-5	35-6
18	19-4	29-3	23-4	25-2	28-2
19	21-6	34-4	33-6	30-6	32-6
20	36-6	37-5	40-6	44-8	44-7
21	31-8	33-8	36-3	34-6	36-4
22	49-8	54-8	58-4	52-8	57-6
23	28-7	33-6	35-6	36-6	36-4
24	26-7	32-8	33-8	37-7	35-7
25	29-3	34-6	35-2	33-5	34-2
26	27-6	36-4	32-5	38-5	36-7
27	29-4	39-7	37-8	40-5	41-3
28	22-5	29-6	23-6	24-6	23-6
29	27-7	26-8	23-6	24-8	28-5
30	27-8	30-6	32-4	35-7	40-7
31	27-6	30-6	30-5	29-8	32-5
32	29-7	31-7	27-8	33-6	37-7

Humanizing These Figures

Now figures like these are of no interest to me as figures. I like to humanize them. As I read them I see a real boy or girl behind each group. Look at No. 4. One of the poorest records in the class on his first test. No. 4, as I think of him, is one of those very bright boys often found in typing, an honor student in his academic subjects, who takes up typing thinking it may be useful to him in college (of course this may be a girl—I'm just imagining who the student was for the fun of bringing No. 4 alive!) and he just barely gets

by in the first semester. All at once he wakes up to what is wrong, puts his really good brain to work, begins to practise intelligently. Notice that he has increased his net stroking rate *90 strokes a minute in ten weeks.*

Contrast No. 4 with Nos. 28 and 29, who made excellent scores on their first tests and after ten weeks show no appreciable growth. They are practically static. How I would like to put these three cases 4, 28, 29, through a clinic to find out the mental and physical status of each one.

Nos. 2, 3, 6, 10, 12, 16, 20 are all so satisfactory, progressing steadily—solid comfort to the teacher! Take Nos. 9, 11, 13, 18, 25—Old Reliabes. Not so very fast but getting more and more accurate each day.

No. 22 is evidently the speed artist, but the outstanding record for speed and accuracy, in my opinion, goes to No. 6.

Can We Help?

Haven't you just as interesting records? Perhaps your students are progressing more rapidly than this group. Perhaps they are not making as steady progress. We have many experts in our various offices ready to be consulted if you choose to use their services. We base our typing program on the pragmatic philosophy—*It Works.* If your program does not work to your satisfaction perhaps we can help you.



90 Per Cent Clubs—Season 1928-29

Winners of the Gregg Emblem Fountain Pen

California

Edna Frances Case, Le Conte Junior High School, Los Angeles
Myrtle Kime, Union High School, Napa
Sister Mary Reginald, Notre Dame High School, San Jose

Colorado

Dorothy E. Clayton, High School, Steamboat Springs

Connecticut

Charlotte Trout, Norwalk High School, South Norwalk
Inez M. Elder, William Hall High School, West Hartford

Florida

Ida F. Lockwood, Hillsborough High School, Tampa

Illinois

L. F. King, Township High School, Hend
Helen McEncroe, Thornton Practical Township High School, Calumet City

Sister M. Adelaide, St. Anthony School, Ellington
Jeannie Throw, High School, Farmington

Mary Dowell, Township High School, Herrin

G. O. Meierdierks, High School, Oregon

Bessie L. Stem, Community High School, Virden

Indiana

Jessie B. Stradling, High School, Bloomington

Iowa

Harriet L. Waechter, Central High School, Sioux City

Kansas

H. A. Palmquist, Senior High School, Cherryvale

Louisiana

Adele Kelly, Peters Boys' High School of Commerce, New Orleans
Less Porter, High School, Slidell

Maine

Agnes F. Craig, Maine School of Commerce, Auburn
Marjorie E. Lebroke, Bliss Business College, Lewiston

Massachusetts

Nettie E. Elliott, High School, Scituate
Frieda E. Turschmann, Howard High School, West Bridgewater

Michigan

Lela L. Backlund, Girls' Training School, Adrian
M. Agnes Wells, High School, Benton Harbor

Alice F. Sargent and Jean W. Rae, Southeastern High School, Detroit

Mae Mitchell, Lincoln High School, Ferndale

Fred W. Zinser, South High School, Grand Rapids

Clarissa Richardson, Union High School, Grand Rapids

Marion Gibson, High School, Ionia

Josephine Ploof, Central High School, Lansing

(Continued on page 212)

*Program of the Coming Thirty-first Annual Convention of the
Eastern Commercial Teachers' Association*

Benjamin Franklin Hotel, Philadelphia

March 28-30, 1929

Thursday Afternoon, March 28

GENERAL MEETING

2:00 TO 3:45 O'CLOCK

Address of Welcome, by *Dr. Edwin C. Broome*, Superintendent of Schools, Philadelphia, Pennsylvania
Response to Address of Welcome, by *Dr. Cheesman A. Herrick*, President, Girard College, Philadelphia, Pennsylvania
"Some Trends in American Business," by *Merle Thorpe*, Editor of "The Nation's Business," Washington, D. C.
"Some Trends in American Education," by *Seth B. Carkin*, President, Packard Commercial School, New York City

Thursday Evening, March 28

BANQUET AND BALL

6:30 TO 12:00 O'CLOCK

Friday Morning, March 29

GENERAL MEETING

10:15 TO 12:15 O'CLOCK

Announcements
"Principles of Curriculum Making," by *Dr. Edwin C. Broome*, Superintendent of Schools, Philadelphia, Pennsylvania
Addresses on Curriculum Making in Specialized Types of School Organization (See Section Programs)

PRIVATE BUSINESS SCHOOL SECTION

11:15 TO 12:00 O'CLOCK

Chairman, W. H. Beacom, Beacom Business College, Wilmington, Delaware

"Principles of Curriculum Making in Private Business Schools," by *C. F. Gaugh*, Principal, Bay Path Institute, Springfield, Massachusetts

COMMERCIAL TEACHER-TRAINING SECTION

11:30 TO 12:15 O'CLOCK

Chairman, Charles E. Bowman, Girard College, Philadelphia

"Principles of Curriculum Making in Commercial Teacher-Training Schools," by *Dr. Paul S. Lomax*, School of Education, New York University, New York City

Friday Noon, March 29

LUNCHEON

May be arranged by *Dr. Hull*

12:30 TO 2:00 O'CLOCK

Friday Afternoon, March 29

COMMERCIAL TEACHER-TRAINING SECTION

2:15 TO 4:15 O'CLOCK

General Subject: Case Studies in Commercial Curriculum Making

"Commercial Teacher-Training in Private Business Schools," by *John A. Luman*, Peirce School, Philadelphia, Pennsylvania
Discussion of Mr. Luman's Address by Representatives of *Bay Path Institute*, Springfield, Massachusetts; *Bryant & Stratton College*, Providence, Rhode Island; *Rider College*, Trenton, New Jersey
"Commercial Teacher-Training in State Normal Schools and State Teachers' Colleges," by *George W. York*, State Teachers' College, Albany, New York
Discussion of Mr. York's Address by Representatives of *State Teachers' College*, Indiana, Pennsylvania; *State Normal School*, Salem, Massachusetts; *State Normal School*, Trenton, New Jersey
"Commercial Teacher-Training in University Schools of Education," by *Dr. Herbert A. Tonne*, New Rochelle High School, New Rochelle, New York (Doctor's Thesis completed in 1928 on "Commercial Teacher-Training Curricula of the United States")
Discussion of Dr. Tonne's Address by Representatives of *Boston University*, Boston, Massachusetts; *Columbia University*, New York City; *Harvard University*, Cambridge, Massachusetts; *Temple University*, Philadelphia, Pennsylvania

(Articles on Commercial Teacher-Training Courses to be included in Yearbook only—These articles are to describe representative courses given in American commercial teacher-training institutions: "Principles of Commercial Education," by *Louis A. Rice*; "The Teaching of Bookkeeping," by *Charles E. Bowman*; "The Teaching of Shorthand," by *Florence Sparks Barnhart*; "The Teaching of Typewriting," by *Beatrice M. Loyer*; "The Teaching of Business Mathematics," by *William S. Schlauch*; "The Teaching of Business English," by *John M. Clapp*)

PRIVATE BUSINESS SCHOOL SECTION

2:15 TO 4:15 O'CLOCK

"Case Studies in Commercial Curriculum Making," (a) In the Collegiate Grade, by *A. D. Enyart, Litt. D.*, Burdett College, Boston, Massachusetts; (b) In Intensive Courses, by *E. E. Kent*, Auburn, New York "The Commercial Teacher in Course-of-Study Making," (a) In Business Practice and Management, by *C. S. Crossey*, Peirce School, Philadelphia; (b) In Bookkeeping and Accounting, Baltimore Business College (speaker to be announced); (c) In Penmanship, Strayer's Business College, Washington, D. C. (speaker to be announced); (d) Correlation of Shorthand and Typewriting, by *Elizabeth Casey*, Rider College, Trenton, New Jersey

JUNIOR AND SENIOR HIGH SCHOOL SECTION

Chairman, A. L. Howard, Director of Commercial Education in the High Schools of Washington, D. C.
 "Principles of Curriculum Making in Junior and Senior High Schools," by *Dr. Karl R. Douglass*, Professor of Education and Director of the University High School, University of Oregon
 "Case Studies in Curriculum Making in Senior High Schools," by *Dr. Edward J. McNamara*, Principal of the High School of Commerce, New York City
 "Case Studies in Curriculum Making in Junior High Schools," by *James M. Glass*, Rollins College, Florida
 "The Commercial Teacher in Course-of-Study Making," (a) In Bookkeeping, by *Walter E. Leidner*, High School of Commerce, Boston, Massachusetts; (b) In Shorthand, by *Orton E. Beach*, Chairman, Secretarial Department, Lowell High School, Lowell, Massachusetts; (c) In Business English, by *Walter B. Spencer*, Principal, New Haven Commercial High School, New Haven, Connecticut; (d) In Elementary Business Training, *Albert G. Belding*, Director of Commercial Education, New York City
 "Principles of Curriculum Making in Continuation Day and Evening Schools—Case Studies in Commercial Curriculum Making in Continuation Schools," by *Dr. William Henry Welsh*, Director of School Extension, Philadelphia, Pennsylvania
 "Case Studies in Commercial Curriculum Making in Adult Education," by *Dennis A. Dooley*, Supervisor, University Extension Classes, Boston, Massachusetts
 "The Commercial Teacher in Course-of-Study Making," (a) In Elementary Business Training, by *Dr. Kirk*; (b) In Office Machines, by *Mr. Ryan or Mr. Waugh*; (c) In Salesmanship, by *Mr. Kaylin*; (d) In Stenography and Typing (speaker to be announced)

Saturday Morning, March 30

10:00 TO 11:50 O'CLOCK

GENERAL MEETING

Business Meeting

"Trends in Commercial Curriculum Making," by *Dr. Lee Galloway*, Ronald Press Company, New York City
 Inspirational Address by a Speaker to be Chosen



90 Per Cent Clubs—Season 1928-29

(Continued from page 210)

Leona M. Korzuck, High School, Milan
 Sylvie H. Gross, High School, Millington
 Bebbie Carpenter, High School, Pontiac
 Agnes Herrgard, High School, Reed City

Minnesota

Alice R. Melby, High School, Cloquet
 Gertrude A. Ebel, South St. Paul High School, South St. Paul
 Minnie Krueger, Lincoln High School, Thief River Falls
 M. A. Major, High School, Willmar
 Clara P. Everson, Senior High School, Winona

Mississippi

Mrs. W. R. Easterling, Jefferson County High School, Fayette
 Virginia Caperton, State Teachers' College, Battleburg
 Elsa Brase, High School, Maplewood

Missouri

Marie Krill, Joplin Business College, Joplin
 Sister Mary Aloysius, Mercy Academy, Marshall
 Lillian J. Allyn, Lindenwood College, St. Charles
 Ina C. Wachtel, Lafayette High School, St. Joseph

Montana

Belva Maltby, High School, Forsyth
 Mary M. Spence, Flathead County High School, Kalispell

Nebraska

Ruth Weeks and Beatrice D. Willis, High School, Collingwood
 Hazel E. Duckett, High School, Franklin
 Mildred Smith, High School, Holdrege
 Jean Zook, High School, Norfolk
 Mary Uhl Collins, North High School, Omaha

New Jersey

I. Mae MacDowell, High School, Orange
 Edith M. Dills, Drake School, Paterson
 Marie P. Lehman, High School, Princeton
 Gladys A. Niver, Union Hill High School, Union City

New York

John Sloat, High School, Albany
 Eunice F. Hambley, High School, Babylon
 Sister M. Rosella, St. Ann's School, Buffalo
 Ethel S. Clark, High School, Elmira Heights

Katherine M. Mason, High School, Ilion
 Elvyn M. Bunker, Kelley Business Institute, Niagara Falls

Mary Ryan, Senior High School, Niagara Falls
 Sara R. Malone, Rochester Business Institute, Rochester
 Martha J. Baldwin, High School, White Plains

Nova Scotia

Sister Catharine Joseph, St. Charles' Commercial High School, Amherst

Ohio

Mrs. Anna L. Tinan, East High School, Cleveland
 Sister M. Gerald, St. Peter Commercial School, Cleveland
 Mae Fassett, High School, Findlay
 A. M. Hershey, High School, Middlebury
 Helen Biddle, Union High School, Willoughby

Oklahoma

Mrs. James D. Gilbert, Senior High School, Chickasha

Pennsylvania

Sister M. Bernardine, Holy Ghost School, Bethlehem

(To be continued)

CONVENTIONS

Gleanings from Fall Meetings

(Concluded from the January issue)

Nebraska State Teachers' Association

District 1—Lincoln

REAL TEACHING RESULTS—*Miss Gertrude Beers, University of Nebraska, Lincoln.* Teachers of shorthand should not only study the psychology of presenting the subject of shorthand, but they should be familiar with the very latest and best methods used in the teaching of penmanship.

Obviously many methods are outgrown. The alert teacher will follow the very latest and best procedure obtainable.

District 2—Omaha

LAW AS A HIGH SCHOOL COURSE OF STUDY—*Professor Charles Bongardt, Creighton University, Omaha.* A high school course should not attempt to train lawyers, but it should develop thinking power and teach pupils at all times to be cautious in business dealings.

THE NEW COURSE IN STENOGRAPHIC CORRESPONDENCE—*Miss Nancy Lawrence, Omaha Technical High School, Omaha.* Superficial reviews have no place in classroom procedure. To be helpful, reviews should be made attractive—just as initial assignments are attractive.

The pupil reviews simultaneously shorthand theory, business correspondence, and typewriting. Final results are the only criteria. Teachers should not be deceived by methods that seem attractive but fail in final proficiency. Repetition practice and final results should be the perpetual slogan.

EMPLOYMENT OPPORTUNITIES IN GOVERNMENT CIVIL SERVICE—*Mr. G. A. M. Eychaner, U. S. Civil Service Secretary, Omaha.* Four-fifths of all government employees operate under civil service. During the year fifteen hundred different kinds of examinations are given covering every field of human endeavor.

New Hampshire

State Teachers' Association—75th Annual Convention—Concord

AT the opening session Dr. Rollo G. Reynolds, principal of the Horace Mann School, and Professor of Education, Teachers'

The government position is permanent. The individual who is appointed has the opportunity to advance to higher levels. In several departments employees are required to do a certain amount of studying each day, the work being graded and marked as a basis for promotion.

District 4—North Platte

HOW TO MAKE PENMANSHIP VITAL AND INTERESTING—*Mr. J. A. Savage, Omaha Public Schools, Omaha.* Business men say poor handwriting is often accompanied by weakness in other respects. Penmanship is very closely correlated with other subjects. Don't blame other teachers for the pupils' poor work; get busy yourself and remedy the difficulty.

PROBLEMS IN ADVANCED TYPEWRITING—*Miss Trilla Gardner, Lincoln School of Commerce, Lincoln.* Advanced typewriting should be placed as nearly as possible upon the basis of actual office situations.

Objectives of third and fourth semester typing:

1. Greater speed and accuracy on all kinds of typing projects.
2. Familiarity with all kinds of business forms.
3. Greater endurance.
4. Training in business ethics and office relationships.

METHODS OF TEACHING SHORTHAND—*Mr. G. V. Soward, High School, Callaway.* Variety of matter for advanced classes can be effected by asking people outside the class to give dictation.

Commercial contests afford excellent incentive to do good work. Alertness is developed and this, in turn, is used to good advantage in recording the spoken word.

College, Columbia University, chose as his topic, "What is Educative," and outlined the basic principles of modern educative principles.

In the commercial section Miss Myrtie K. Brooks, of Hillsboro, New Hampshire, discussed the work of the commercial department from the small high school point of view.

Professor Atlee L. Percy, of Boston University, treated his subject, TREND IN BOOKKEEPING INSTRUCTION IN SECONDARY SCHOOLS,

in an authoritative manner, and Miss Doreen L. Gale, of Littleton, spoke most interestingly on BETTER TYPEWRITING TRAINING. Mr. Harold H. Smith, educational director for The Gregg Publishing Company, New York City, gave a convincing demonstration of the value of rhythm in the teaching of typewriting.

New Jersey

High School Commercial Teachers' Association—Atlantic City

MR. WILLIAM H. WYTHES, president of the Association, presided at the general meeting. Mr. Howard Van Deusen, secretary, was unable to attend on account of illness.

Carl Lewis Altmaier, Professor of Business Administration at Drexel Institute, gave an address on THE PSYCHOLOGY OF TYPEWRITING. His description of the development of the typewriter was particularly interesting. He learned typewriting on a No. 2 Remington. At that time no one thought of using more than one finger. After considerable experience Professor Altmaier learned to use three fingers. This gave him such an advantage over the one-finger operators that he won the early typewriting contests for three years and became the permanent possessor of a medal.

Mr. Wesley E. Scott, instructor in Accountancy, University of Pennsylvania, read a paper on THE BALANCE SHEET APPROACH AND ITS MERITS. Professor Scott outlined the modern trends in the teaching of bookkeeping. Long involved problems have but little educational value.

The new methods of teaching bookkeeping recognize that one does not need to memorize that which he understands. Miss Elizabeth A. Fewsmith, head of the English Department of Kensington High School, Philadelphia, in speaking on the subject THE CORRELATION BETWEEN THE ENGLISH DEPARTMENT AND THE COMMERCIAL DEPARTMENT, described how the work of these departments was correlated in the Kensington High School. Particular attention is given to word study. The list of words is confined as closely as possible to the vocabulary used in Shorthand.

In Miss Fewsmith's opinion, not enough attention is paid to the mechanics of English, and too much attention is paid to letter writing.

The Syllabus Committee reported that courses of study in Shorthand, Typewriting, and Bookkeeping have been printed and are ready for distribution. Round table discussions on these subjects were led by Mr. Philip I. Towle, East Orange, and Miss T. Ethel Norris, Roselle.

Oklahoma

Northeastern District—Muskogee

THE PLACE OF COMMERCIAL ARITHMETIC IN THE HIGH SCHOOL CURRICULUM—Mr. Frank Vietti, Central High School, Tulsa. Pupils having grade training in arithmetic should take this subject in high school because they need training in solving business problems rapidly as well as accurately. This course should create a desire for bookkeeping.

A SYSTEM OF MARKING PUPILS' PROGRESS IN TYPEWRITING AND SHORTHAND—Miss Thelma Sebring, Sand Springs High School, Sand Springs. The modern business world pays only for efficiency. Efficiency, therefore,

should be the standard for all grading in the commercial department.

Basically, all measurement tests on the market today are good; but every teacher must adapt them to the best of her ingenuity to the locality and the individual student.

UNEXPLORED FIELDS IN COMMERCIAL EDUCATION—Mr. L. C. Rusmisel, Gregg Publishing Company, Chicago. Experiments and investigations should be made in teachers' colleges and universities, then presented for general use only if the worth of the project has been proved. Textbooks selected should be basic and adaptable to any "method."

Pennsylvania

THE Mountain Arts Association of Vocational and Practical Teachers met as a part of the Pennsylvania State Education Association Friday, October 5. Miss Cora

Suitor, head of the Commercial Department at Lock Haven High School, acted as chairman. Many phases of commercial education were discussed, the subjects of Junior Business

Training and Prognostic Tests receiving special attention. Requirements for graduation in the Commercial Department, it was agreed, should be strict. Every subject should be passed with a high grade.

Mr. L. H. Dennis, deputy state superintendent of Public Instruction, and Dr. F. J. Struck, head of the Department of Industrial

Education, Pennsylvania State College, told about some of the things Vocational Education has contributed and may be expected to contribute to the welfare of our youth.

Officers for the coming year are: C. O. Lundegren, Altoona, *President*; and Mrs. Beulah Manley, Williamsport, *Secretary-Treasurer*.

Commercial Education Conference, Metropolitan Arts Association—Elkins Park

CHAIRMAN H. B. Buckley introduced the first speaker, Mr. Richard Holmes, of the Germantown High School, who spoke on the SUBJECT MATTER AND METHODS OF TEACHING OFFICE PRACTICE. He explained how the course of study was arranged at Germantown, and supplied each member with an outline of the Office Practice Course.

Miss Margaret McCausland, Philadelphia High School, spoke on IMPROVING THE PENMANSHIP OF THE PUPILS IN THE COMMERCIAL HIGH SCHOOL.

Miss Helen O'Brian spoke concerning the PROBLEM-PROJECT METHOD OF ARRANGING TOPICS IN JUNIOR BUSINESS TRAINING. She outlined the procedure used in the Wagner Junior High School, Philadelphia.

Miss Sue E. Andrews, of Glen-Nor High School, talked on the MODERN TREND IN BOOKKEEPING. She considers bookkeeping one of the major subjects of the Commercial course,

and that clerical practices should not be substituted for a good course in bookkeeping.

The next speaker, Mr. L. C. Steele, Norristown High School, read a paper on BUSINESS LAW, stressing the important part the Contract plays. He went so far as to say that 80 per cent of a law course is based on the Contract.

The last speaker, Mr. George Mumford, one of the two assistants to Mr. Kirk of Philadelphia, chose for his subject, OBJECTIVE TESTING IN SHORTHAND.

In the course of his talk, he mentioned the Hoke Shorthand Tests, and showed the meeting a copy of the Gregg writing scale and word list.

Officers for 1929

President—Mr. Ray Pinkel, Cheltenham High School
Secretary—Miss Sara Richard, Upper Darby High School

Western Pennsylvania Commercial Education Association—Pittsburgh

A FEW words of greeting were aptly spoken by Mr. Herbert L. Spencer, the new principal of the Henry Clay Frick Training School for Teachers, Pittsburgh.

The first speaker introduced by President H. C. Roberts was Dr. Charles R. Foster, president of Indiana State Teachers College, who is always referred to as a friend of Commercial Education and the Commercial Teacher. His subject, ESSENTIAL CHARACTERISTICS OF A GOOD TEACHER, was approached by the statement that he considered the good commercial teacher as good as any other good teacher, and that in Indiana the teachers in this department are rated as high as in any other department. He considers the training of commercial teachers a mighty important field.

Dr. Grove C. Alderman, dean of the School

of Education at the University of Pittsburgh, showed a high appreciation of commercial education, and made several constructive criticisms.

It was resolved that a bulletin of the association be published twice a year. This had the hearty endorsement of Dr. Elmer G. Miller, director of Commercial Education at Pittsburgh, and members of his staff.

Officers for 1929

President—Mr. C. H. Longenecker, Westinghouse High School
First Vice-President—Miss Margaret Worley, South High School
Second Vice-President—Miss Alma T. Gillespie, Business High School
Secretary—Miss Elizabeth Seaberry, Latimer Junior High School
Treasurer—Mr. Clyde E. Rowe, Carrick High School

Texas

State Teachers' Association—San Antonio

FUNCTIONS OF THE BUREAU OF RESEARCH—Dr. J. A. Fitzgerald, Dean, School of Commerce, University of Texas. As a large farm and experimental station is the most necessary

adjunct to an agricultural college, so actual business experience offers practicability to the commercial teacher's functioning. The Bureau of Research of the University of Texas is

continually collecting material and data of vast importance to the business firms and to the commercial faculty; a triangular coöperation is desired, therefore, for the mutual benefit of the community.

PROBLEMS ARISING IN TEACHING SHORTHAND—*Miss Florence Stullken, Head, Department of Secretarial Science, University of Texas.* Particular attention should be given to motion—penmanship practice throughout the course, and the best medium of training is through the teacher's demonstration. Special stress was placed upon the mastery of phonetics and upon the "tried and true traditional" method of presentation.

PROBLEMS ARISING IN TEACHING TYPE-

WRITING—*Miss Lillie Gohmert, Main Avenue High School, San Antonio.* Whether the objective in this subject be pre-vocational, vocational, or a combination of the two, there should be a uniformity in the development. Select a standard method which may be adapted to local conditions by the aid of a well-informed teacher.

COMMERCIAL WORK WITH MEXICAN PUPILS—*Miss Dorothy Hudson, Laredo High School.* A commendable attitude of pride is expressed by the Mexican students when taking the commercial work, because in their minds the status of stenographer elevates them socially. Being naturally rhythmic, they attain motion easily, but show very slow progress in acquiring correct enunciation.

Virginia

Virginia Education Association—Richmond

PREPARING STUDENTS FOR STATE SHORTHAND AND TYPEWRITING CONTESTS—*Mr. Louis A. Leslie, Business Manager, The Gregg Writer, New York.* Students should be so trained in the classroom that the atmosphere of competition becomes familiar to them. They will then be much less likely to be nervous in the actual contest.

COMMERCIAL EDUCATION—*Mr. Earl W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education.* Education should no longer be regarded solely as preparation for leadership, but it should now be regarded as a preparation for usefulness. If there is a market for the C-type stenographer in your community, the C-type student should not be discouraged from studying shorthand. All pupils should be taught how to get along with people.

GLEANINGS IN COMMERCIAL EDUCATION FROM MY TRAVELS THIS FALL—*Mrs. Edith S.*

Joynes, President, Department of Classroom Teachers, N. E. A. It is still true, unfortunately, that when students fail at every other course in school they are shunted into the Commercial Department.

DOES THE ENGLISH OF THE HIGH SCHOOL GRADUATE SATISFY THE BUSINESS MAN?—*Mr. Frank Wood, American Institute of Banking, Richmond.* The schools are doing much better work than they are usually given credit for. When an industry has special needs, it should establish special schools to train its workers.

REPORT OF COMMITTEE ON COMMERCIAL CURRICULUM REVISION—*Mr. E. F. Burmahln, Lynchburg.* Among other things the committee recommended the introduction of one unit of senior business training, to be divided between salesmanship and business organization.

West Virginia

West Virginia Commercial Teachers' Association—Wheeling

MR. CHARLES E. KENNEY, principal of the Charleston High School, speaking on **UNIFORMITY IN THE DAILY SCHEDULE AND ESTABLISHMENT OF STANDARDS**, said:

There is room for real improvement in giving to the business world stenographers and secretaries who have an intelligent grasp of the organization and administration of business. Call it initiative, resourcefulness, or common sense—it is the thing that causes a stenographer to answer an important letter in the way it should be answered, when it should be answered, even if the employer is absent from the office. This is the thing the business man appreciates even more than speed in shorthand and typewriting.

In a Round Table discussion on **PRESENT STANDARDS IN SHORTHAND AND TYPEWRITING**, thought-provoking comments were offered by W. W. Keylor, head of the Wheeling High School Commercial Department, Mrs. Olive Zimmer, Charleston High School, and others.

In answer to an assertion that students should be taught to consider nothing but accuracy, Mrs. Zimmer stated that "Speed is necessary in the business world. Accuracy must, of course, be emphasized. Nevertheless,

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Needed Research in Commercial Education

By H. G. Shields

School of Commerce and Administration, University of Chicago

THE need for more research in commercial education is marked. Problems and possibilities are seemingly without end. For the purpose of analysis I have divided possible research into several divisions, some of which have engaged the attention of those interested in commercial education and some of which have received little or no adequate study. Certainly there is ample opportunity for the pioneer in commercial education. Some fields in which research is needed are:

- (a) Problems of overlapping
- (b) Curriculum organization
- (c) Determination of content
- (d) Tests and measurements
- (e) Administration
- (f) Time studies
- (g) Learning studies.

Overlapping Studies

The problem of overlapping between the various business subjects is a serious one from several angles. From the viewpoint of economy, from the viewpoint of the learner's interests, from the viewpoint of curriculum organization, studies in overlapping as related to commercial education are needed. Another angle of this problem is the overlapping between high school and college. As in other fields of secondary education, little study has been made of this type of overlapping. In the field of elementary economics the writer has gathered some evidence that rather serious overlapping occurs between the high school and college levels in economics. In a somewhat kindred manner overlapping occurs between bookkeeping and commercial law; the courses in business English and secretarial training occasionally overlap.

Now this is not entirely undesirable. Repetition is necessary in any educative process, but needless repetition must go. Two possible channels of improvement or solution are possible. The application of the new type testing technique tends to sharpen the aims and content for the various subjects, and, with the development of commercial subject tests, some approach to the solution of the problem may come. The job analysis technique which is engaging the attention of so many commercial educators at present, also has real possibilities. If through a rational use of the job analysis technique we can arrive at a duty list or some type of check list of materials to be given

within a certain subject, we can materially reduce overlapping.

I must repeat that the matter of overlapping is not entirely harmful; the real problem for the commercial education research worker is the determination of how much overlapping should occur rather than its complete elimination.

Curriculum Organization

Another field for research which really embodies the whole field of commercial education and is an outgrowth of the overlapping problem is the problem of curriculum organization. We have had considerable attention paid to the problems of aims and objectives in the last few years, and some of us have heard the terms aims, objectives, curriculum, etc., so often that the very words almost stifle our interest. Nevertheless, the significant thing to remember is that the situation is ever with us. We cannot think of the curriculum problem in any phase of education, whether it be commercial or otherwise, in any other terms than as a dynamic and living type of thing. Life about us, and especially those things relating to the business world are in a constant condition of change, and it is our business to adapt the school organism to the changing world. The curriculum problem cannot in its very nature be a static thing.

More specifically, what is the problem of the curriculum as applied to commercial education? First of all, it is a problem of what type of technique to employ in its construction. Shall we employ (a) the job analysis method, (b) the learner's interest theory, (c) the expert opinion theory, (d) the secondary data method, or shall we employ a combination of these methods? Is it our business in a world of hard facts and scientific thinking to accept the traditional commercial course simply because of its historic development? Just how did shorthand, typewriting, and bookkeeping come to occupy the places they do? Just why and how did we get this way? And why do we place subjects in certain definite pigeon-holes?

The only answer to these problems is simply a call for more research and constant attention by workers such as ourselves. Summing up the matter of research in commercial curriculum building, I would say that it is first a

matter of accepting some logical method to follow, and applying it to the local situation.

Content Studies

Closely tied with the problem of overlapping and the problem of building a well-rounded curriculum is the problem of just how to determine the content of commercial subjects. The problem of building content in the technical subjects is receiving considerable attention on the part of commercial teachers and workers, but the problem of content in the socio-business subjects such as commercial law, business organization, and the like, is quite neglected. The content problem in the case of the socio-business subjects has been a matter of the acceptance of textbook content. Our commercial geography texts, our commercial law texts, our business English texts, our business organization texts, and others have been the result of their respective authors' individual bents and idiosyncrasies. But a few of these texts which have come to my attention have paid much attention to building their materials upon a unit plan or any of the other sound developments which educational science has produced in the last decade. Many simply represent abridgements of college texts.

However, my point here is simply that we as commercial teachers have accepted these texts uncritically and have taught from them as best we could. As contrasted with the technical subjects, we have not applied job analysis technique, nor, in any extended way, testing devices. Real advance is being made in such fields as office practice, typewriting, shorthand, and accounting, but we cannot point to any such similar development in the socio-business field. Adequate research in this branch of commercial education may cause marked revision of our whole attitude to the field. In fact, with more research in this direction, these subjects may come into their rightful place, namely the core of commercial education.

Tests and Measurements

In the field of tests and measurements in commercial education, much may be said. The need for more testing studies is real. Even in the technical subjects, in which considerable development has taken place in connection with tests, more effort may be expended.

Some endeavors are being made in the direction of commercial arithmetic tests, the reader is undoubtedly familiar with the tests by Hoke, Carlson, Blackstone, and others. But even here we need more work. We have no tests in commercial law of a standardized type, none in business organization, none in economics, none in business English. Some of the fields are difficult to standardize, I grant, but tests could and should be devised.

Administrative Studies

Administration of commercial education needs critical review. Few commercial education administrative studies have been made. Illustrative of the type of needed studies, I may mention that one of our people at the University of Chicago is working on a duty analysis of city supervisors of commercial education. This type of study is needed in many directions. We need studies of the administration of commercial education from the viewpoint of the state organization of commercial education. State supervisors of manual arts are common, commercial education has but three. An analysis of the duties of departmental heads in typical high schools should yield profitable and valuable findings.

Time Allocation Studies

Time allocation studies are in part curriculum studies, and possibly this section of my paper could have been incorporated under that head. It is important enough, however, to have separate mention. Something of this sort has been done in the field of typewriting and, to a limited extent, in bookkeeping. We need to know whether learning products may be attained in shorter lengths of time and with specific reference to given subjects. In certain cases, for example, it has been found that teaching bookkeeping by the single-period method yields just as satisfactory results as do longer periods of time. Usually the economies which have been effected more than justify the experimentation.

Data Collected

Looked at from another angle, a study by Counts raises some interesting issues. Counts found that 31 per cent of the total curriculum in commercial education is given to typewriting, 17 per cent to shorthand, 23 per cent to bookkeeping; as contrasted to 3 per cent for commercial law, and to less than 1 per cent for business organization. Within a given subject, the average time given to various phases of the work was (using bookkeeping as illustrative):

Books of original entry	—29%	of time devoted to it
The ledger	11%	" "
Trial balance	5%	" "
Balance sheet	10%	" "
Profit and loss statement	8%	" "
Sole proprietorship	8%	" "
Partnership	7%	" "
Business practice	20%	" "
Machine bookkeeping	2%	" "

The person who is experimentally and scientifically minded will ask himself, How did we arrive at this set-up? Why do we apportion the subject matter thus? The arrangement

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SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

AT Wilmington, Delaware, on November 27, 1928, amidst appropriate ceremonies witnessed by hundreds of students and alumni, the cornerstone of the new Beacom College Building was laid by Honorable R. P. Robinson, Governor of Delaware.

The extent to which Beacom College has served the commercial education needs of its city and state for the past twenty-eight years is attested by the fact that it has on its rolls the names of over eighteen thousand students. Mr. W. H. Beacom, president, and Mr. J. W. Hirons, vice-president, with their associates, have built up a most effective course of study and are now housing it in substantial and dignified quarters, in every way fitted for modern commercial instruction and for the necessary extra-curricular activities.

In his address at the laying of the cornerstone of the new college building, President Beacom said in part:

In a well-rounded education, the business college with its college degree courses has a very definite part. It fills the gap of unemployment following graduation from high school or university and provides the training so essential to young people in whatever walk of life they find themselves. The business college may be said to be the bridge which carries the inexperienced high school or university graduate over into the business world and gives him a running start in the game of life.

The whole-hearted and earnest devotion of this institution to the business training of the young of Delaware merits the high commendation and well wishes that are being showered upon it by its many friends.

DURING our visit to Marywood College, Scranton, Pennsylvania, the Motherhouse of the Sisters of the Immaculate Heart of Mary, we happened unexpectedly into the typewriting room presided over by Sister Seraphia.

To the tune of one of the Rational Rhythm Records Sister was typing at a rate of speed that would do justice to a speed artist, and as might be expected was surrounded by a group of admiring students.

We are all looking forward to the day when

more teachers, instead of being content to tell students how to do it, will be able to show them how to do it. That's leadership of the first order!

FRIENTS of Mr. E. L. Layfield, president of the Southern Commercial Teachers' Association, and owner of King's Business Colleges in Raleigh, Charlotte, and Greensboro, North Carolina, and the Smithdeal Business College in Richmond, Virginia, are congratulating him on the acquisition of a fine residence to be used as a dormitory in connection with the school in Raleigh.

IT is with pleasure that we notice the rapid trend towards unqualified professional recognition of commercial teachers by the members of the other educational departments.

Recently in the South, two able commercial educators have been selected to lead the educational activities of their section of the country. Miss Amy Hinrichs, head of the English Department of the Kohn High School of Commerce for Girls, New Orleans, was elected president of the Louisiana State Teachers' Association at Baton Rouge, November 23.

At the same meeting, Miss Ruby Perry, principal of the Kohn High School, was elected state president of the Commercial Section.

The election of both Miss Perry and Miss Hinrichs to these responsible state positions is in keeping with the South's forward-looking educational program. Too much emphasis cannot be placed upon the desirability of commercial teachers in all parts of the country participating actively in the meetings of their state and national education associations.

BY the fall of 1929 New York University expects to have completed an addition to its Washington Square group—a fine new Gothic structure for the School of Education. This new twelve-story building at Fourth and Green Streets will be the first step in a program of development planned for this department.

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EDITORIAL COMMENT ON SUNDRY TOPICS

What Has Been Your Experience?

LET us tell you an experience, and then we want you to send us yours so that we may pass it along also.

It happened in an evening-school beginning typewriting class, meeting twice a week for one hour. The teacher was using the New Rational Typewriting Brief Course. The students' interest was high and their coöperation was practically 100 per cent; each had in mind a promotion if he but knew how to type. There were nimble fingers, plodding fingers, and stiff, stubby, awkward fingers.

The instructor was immediately faced with the problem of maintaining the interest and coöperation by giving each student a working knowledge of typewriting in the shortest time possible and in such a way that each night, when he left, he would have concrete evidence of progress.

With the utmost patience, courtesy, and tact, and with a cheering smile for each, the teacher introduced the beginners to the typewriter, the finger chart, and the exercise for the first finger. He didn't devote the whole evening to the mechanics of the typewriter. The students were only incidentally interested in the platen, line-spacer, and margin stops. They wanted to type. And they did what they wanted to do!

Their first attempt wasn't a model of perfection, but they were complimented for their concentration, and the copies were removed from their sight. Mrs. Stuart's idea, embodied in "The Typist at Practice," was carried out: the exercise was changed regardless of the progress of the student. The principle on which he was practising might be repeated, but the copy before him was new and this to him signified progress.

The instructor's attention was soon called to the stiff, stubby, awkward fingers that wouldn't stay on the home keys and that couldn't easily make the long reaches in *by*, *but*, and *thumb*. Just as a matter of habit he had cautioned all to write absolutely by touch.

Peculiar things happen, however, to rules and regulations when you put yourself in the shoes of the fellow who is being ruled and

regulated. Typing teachers have nimble fingers that stay at home on the keys without any trouble. They have learned to write by touch, but, not as a rule at night school after a day's hard work. This teacher put himself in the position of his students and, after a little introspection, decided that perhaps he should modify his touch rule in this instance. He told these awkward-fingered students that, for the present, they might look at their keys or at the paper in the machine if it helped their accuracy, the sole restriction being that they use correct fingering for each key. The response warranted the removal of the restriction. With the help of the eyes the awkward fingers began to acquire the habit of remaining on their proper keys, and the students ceased to be discouraged.

The transition from the first finger to the second, from the second to the third, and from the third to the fourth consumed fifteen periods of practice. Most of the drills had been on the words of high frequency, used in phrases and sentences wherever possible. The first goal had been reached, and no tiresome repetition nor impractical accuracy standard had been allowed to daunt the students' courage or to retard their progress. Their operating technique was far from perfect—they still stumbled and wrote *i* for *o* and *v* for *b* occasionally.

The instructor sensed immediately that this little skill must be put to work at once on practical material and be encouraged to develop while experimenting with real business assignments, rather than in the customary exercise type of drill.

The period was divided, therefore, into two parts, with a five-minute interim. The first half of the period was devoted to a continuation of the fingering exercises in the textbook.

The interim was given over to one-minute speed tests on short-word sentences and alphabetical sentences. Each student kept a record of his speed on a Slinger Graph Chart. The speed tests started on the sixteenth meeting of the class, and the initial gross speeds per minute on the short-word sentences ranged

from thirty to fifty words a minute with not more than three errors. Many of the records showed no errors.

The second half of the period was given over to letter writing. The students were told to read the instructions on the setting up of a business letter and then to experiment with the first model on the blank letterheads supplied them. No help was given unless the student was unable to set his margins properly. The teacher thus ascertained which students were apt and which needed a great deal of his personal instruction.

The results of this teacher's experiment on letter writing at such an early point in the training of mature evening school students made him aware of the value that often comes from breaking a new trail. In the past he was not given to trusting his students with the intricacies of letter writing until they had passed the accustomed milestones set up to mark the less hurried travel of day-school students.

The interest of these night school students appeared to make up for the lack of previous explanation. They learned quickly through the eye, as children learn to play marbles or any other of their many games, which they enjoy *outside of school*.

The student's enjoyment of his first typed letter, imperfect in the eyes of his teacher, but rather attractive to his own untrained eye, led him to put in another letterhead and tackle the problems of arrangement and accuracy again—this time, however, helped by his teacher's criticisms.

At the close of the period the teacher pointed out the sales value of these letters typed on real letterheads, and suggested that the students show them to their employers.

Some unexpected and interesting by-products resulted from the inauguration of this half-period of letter writing:

Result No. 1: Four students brought letterheads from their firms and asked if they might copy the letters on these letterheads. The teacher was delighted, of course, and compromised—one letter on the firm's letterhead and one on his in a different style arrangement.

Result No. 2: Three students asked for blanks that they might present them to the typewriter companies and secure rental machines at a reduced rate. Soon, many students were bringing letters typed at home or at the office, asking their instructor to criticize them.

Result No. 3: A bulletin board, 3 by 6 feet, fastened on the wall. On it each student displayed his speed graph chart and his best letter. Visiting school board members and other officials had something concrete to inspect, and they appreciated that they were looking at the output of the entire class, not merely at that of the best ones.

The experiment is still in progress. The instructor's students are still guiding him. They will doubtless want a change in the assignment shortly. He will give them what they want.

Write us about *your* experiences in teaching typewriting to evening school or private commercial school students who have a limited time in which to learn how to type.



Rational Objective Tests in Bookkeeping and Accounting

ASERIES of ten objective tests in bookkeeping and accounting has been prepared and published by The Gregg Publishing Company. The tests may be used with any first-year bookkeeping text. Each test has two sections. The first section consists of 25 true-false items and the second section of 25 completion items.

The ten tests cover approximately ten equal portions of the subject matter in first-year bookkeeping. To this extent they are monthly tests. One test is not dependent upon another, however, and the teacher may give the series in whatever order he finds most suitable to his teaching plan. In each test the items are graduated from simple to complex so that no one may fail and no one may be likely to receive the maximum score. This arrangement also permits the student of limited capacity to

devote his energies to that portion of the test that he is most likely to answer correctly.

Problems and exercises in journalizing, posting, and statement preparation, in which technique rather than theory is emphasized, have been purposely omitted. Every modern text on bookkeeping contains sufficient testing material of this nature. The use of these objective tests should not exclude the use of subjective tests, in which the student puts in his own words his understanding of the topics presented in each chapter of his text.

Month by month, as each test is given and scored, the teacher has before him a diagnosis of the bookkeeping weaknesses and strength of his students. Intelligent interpretation of the results and the formulating of wise plans embodying the necessary remedial teaching,

(Continued on page 228)

**O. G. A.
ANNUAL CONTEST COPY**

should immediately follow the scoring. The major value of the testing is lost if the results are used solely to determine grades. Definitely circumscribed review, additional explanation supplemented by appropriate illustrations and drills must be prescribed by the teacher for the weaknesses in theory that the tests disclose. Some of this remedial teaching may be done with the class as a whole, but a large part will be better done individually.

For the convenience of teachers, an especially attractive 48-page teacher's edition has been prepared, consisting of the ten tests together with the teacher's manual and a set of keys, durably bound, with art paper cover. The edition is limited and will be furnished bookkeeping teachers at cost. If you wish a copy, address the New York office of the Gregg Publishing Company.



Obituary

Andrew Jackson Rider

WORD has just been received of the death of Andrew Jackson Rider, who died at Hammonton, New Jersey, at the age of eighty-five years.

Mr. Rider was one of the founders of the Rider-Moore Business College, which later became Rider College, chartered by the State of New Jersey to grant higher degrees.

Right up to the last Mr. Rider was active in business and civic enterprises.

Mrs. A. E. Kane

THE many friends of Mr. A. E. Kane, president of the Northwestern Business College, of Spokane, Washington, will join with us in extending to him deepest sympathy for the loss of his wife in December. Mrs. Kane's health had been poor recently, but she continued to play her accustomed part as a gracious hostess to her many friends and to the students with whom she came into contact. She will be greatly missed from the family circle, which includes, besides her husband, three daughters and one son.

William Van Wert

OUR readers will learn with regret of the passing away of Mr. William Van Wert, the first editor of the *Gregg Writer*. When Mr. Van Wert severed his connection with the magazine he entered the business world. At one time he was secretary to Mr. Arthur

Woods, then Police Commissioner of New York. He later became connected with the Guaranty Trust Company of New York City, of which he was assistant vice-president at the time of his death on November 5, at his farm near Hollyville, Connecticut.

Mr. Van Wert was ever an ardent and enthusiastic Gregg writer and it was through his efforts that large classes in the system are now in operation at the Guaranty Trust Company.

Born in Connecticut, he spent his boyhood in New Rochelle, New York. He was a member of the Bankers Square Club and the Numismatic Club. To his widow, who survives him, we all join in expressions of deepest sympathy.



Needed Research

(Concluded from page 218)

may be satisfactory and may be functionally sound, but it is our business to test its soundness, rather than merely to accept it as it is.

Learning Studies

Commercial education has made a distinctive contribution to the general field of education in the work of Book in typewriting (Gregg Publishing Company). Quite commonly, courses in educational psychology refer to his work, and it is through this study that teachers in general have come to know something of the nature of the learning process. We have no real learning studies in other commercial subjects.

Precisely and scientifically, just how does a student learn commercial arithmetic? Just how does a student learn commercial law? We have some outward evidence in the form of tests, but we do not know what the real learning process is. Until we as teachers become better acquainted with the types of teaching and the actual learning process, can we make real progress? We are beginning, but we have only taken the first steps.

Experiment in Your Own Classroom

This paper is addressed to general classroom teachers of commercial subjects with the hope that it may suggest some possible experiments which you may carry on in your own classroom. Classroom experimentation has yielded some profitable dividends in other fields of education, and there is no reason why commercial teachers should be reticent to utilize this all-important educational laboratory.

DICTION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

The Adventures of a Kernel of Wheat

Reprinted in shorthand by permission of the Standard Milling Company, New York City, N. Y.

Somewhere out in the fields grows a stalk of wheat.

Basking in golden sunshine, bathed by warm rains, it grows²⁰ and grows, until at its tip appears a cluster of tiny grains. Among them is one in particular whose fortunes⁴⁰ we shall follow.

It has a mission in life. A long journey lies before it; dizzy adventures await. Let us⁶⁰ see just what these adventures and missions really are.

It rides miles and miles in railroad cars, steamers and barges;⁸⁰ meets its fellows from other vast fields; passes through many exciting adventures in a huge, modern mill; becomes fine, white¹⁰⁰ flour; and finally reaches your table as part of a loaf of bread, a luscious pie crust, or some other¹²⁰ form of dainty.

And now for the details of these journeys and adventures; and something about wheat itself.

No one¹⁴⁰ knows where wheat originated, but throughout the ages it has always appeared as one of man's fundamental foods.

Traces of¹⁶⁰ wheat, and evidences of crushing it for food, have been found in the Swiss lake-dwellings, which date back to¹⁸⁰ the stone age. It is definitely known that wheat was grown in China 2,700 years B. C.²⁰⁰

Wheat belongs to the grass family and is classified into four main divisions: dark or hard wheat, dwarf or hedge-²²⁰ hog wheat, white Mediterranean or Egyptian wheat, and flint or durum wheat. Each of these divisions is divided into varieties²⁴⁰ depending on the altitude, latitude, climate, and soil of the countries where it is grown.

Wheats from different sources vary;²⁶⁰ in color—white, red, and amber; in kernels—large and small; and in weight—from 48 to 65²⁸⁰ pounds to the measured bushel.

Even greater differences appear when wheat is converted into flour and actually used. The dark,³⁰⁰ hard wheats make large white loaves of bread, while the soft, white varieties make light, flaky biscuit and pastry. Proper³²⁰ combination of the two provides an ideal every-purpose flour.

Much happens to growing wheat. It is subject to disease³⁴⁰ and sickness and is preyed

upon by various insect pests; and all these difficulties must be overcome by the farmer.³⁶⁰

Its development is affected by too much or too little moisture, by extreme heat or cold, and by the presence³⁸⁰ or absence of food elements in the soil.

Climatic conditions, nature of soil, and character of seed determine the properties⁴⁰⁰ and individuality of wheat. That grown on fertile soil, in northern latitudes with a short but forcing season of growth,⁴²⁰ develops more glutinous matter and less starch than wheat grown on poorer soils, in southern latitudes where growth is prolonged.⁴⁴⁰

A series of chemical changes takes place in growing wheat. The food elements, such as potash, phosphate, lime, and magnesia⁴⁶⁰ salts, together with water and nitrogenous compounds, are taken from the soil; while carbon is obtained from the air. The⁴⁸⁰ leaf is the manufacturing plant or chemical laboratory where the different compounds, including starch, gluten, and oil, are made. The⁵⁰⁰ materials produced in the leaf are finally stored in the seed as nourishment for the future wheat plant.

A kernel⁵²⁰ of wheat is a single seed enclosed in a tightly fitting jacket, and this jacket is known as bran, of⁵⁴⁰ which we hear so much these days. This bran jacket is in three layers: the outer and coarsest part; the⁵⁶⁰ inner double layer containing coloring matter and fat; and the thin hard transparent layer. The bran jacket protects the aleurone⁵⁸⁰ cells, in which cells the actual flour is found, although a very small amount of flour is found in the⁶⁰⁰ bran as well. The flour content is about three quarters of the entire kernel of wheat.

Methods of cultivation have⁶²⁰ improved greatly. Wheat cultivation has undergone many changes. Now modern methods and machinery enable one man to do what formerly⁶⁴⁰ required the services of many.

Today machines prepare the ground for seed. Other machines spread chemical fertilizers, which supply food⁶⁶⁰ elements for the wheat. Modern press drills deposit the seed grains at proper depth and intervals.

Under ordinary conditions two⁶⁸⁰ square feet of land produces enough wheat to make flour for a one-pound loaf of bread.

At harvest time⁷⁰⁰ the self-binder and "header" (which separates the wheat-bearing head from the stalk) or the combined reaper and thresher⁷²⁰ replace the old-style, hand-wielded sickles, scythes, and cradles.

After reaping, the sheaves (bundles of grain

stalks) are arranged⁷⁴⁰ in "shocks" and stand in the fields for several days to "cure."

In olden days, brawny men separated kernels of⁷⁶⁰ wheat from the stalk with flails. Today great power-driven threshing machines literally shake the kernels free.

These kernels comprise⁷⁸⁰ the "wheat" of commerce and trade. Some is stored on the farm; but most of it is hauled to storehouses⁸⁰⁰ (elevators) alongside the railroad.

Some wheat goes to nearby mills, but the great bulk of it goes to the big⁸²⁰ wheat centers such as Chicago, Kansas City, Minneapolis, Duluth, Port Arthur (Canada), and Buffalo. At these cities gigantic elevators store⁸⁴⁰ the largest part of a year's supply for the country. Here too, all the necessary and intricate arrangements for buying,⁸⁶⁰ selling, and distributing are located. (865)

(To be continued next month)

Lesson One

Words

Dealt, rector, clicked, rallied, hurricane, tractor, arcade, creamery, rigged, relic, cram, tilt, lacked, tattle, target, meager, miller, derrick, hacked, digger,²⁰ glare, rigor, remade, hurried, mêlée, driller, reread, trickery, Madrid, gear, eaglet, naked, nagged, regain, darker, harken. (36)

Sentences

Harry will meet me at the train. The train may get in an hour late. Our maid, Kate, will get²⁰ the cream at the dairy. I cannot get Millie the green tray. Mary will get the medal. I cannot get⁴⁰ more meal at the mill. The team will meet here in an hour. Anna will make a good cream cake.⁶⁰ The rare meat made Mary ill. Henry will get the rake. (71)

Lesson Two

Words

Crept, cringe, barrack, paved, valid, bracket, chimney, bargain, film, Barrett, driven, sharpen, bereft, lavish, gripped, beacon, jailer, camphor, limped, shrivel,²⁰ relieved, paper, barren, tramped, shrieked, midget, planet, free, fringed, feign, Parker, cabin, edged, aged, ribbon, neighbor, shaker, vanished, gravy, hairpin,⁴⁰ Harper, shrimp, jerky, elevate, plague, pallid, brigade. (47)

Sentences

I believe I shall get a letter from Mr. Black. I shall not let Fred get a cheap pen. Will²⁰ he wrap the sheet in clean linen? I may help Dad dig a trench in the alley. I fear I⁴⁰ cannot pay cash for the jacket. Jack will get the bread at the bakers. A heavy rain will not be⁶⁰ good for the grain. I shall get Mr. Bennett

a ticket for the play. A little trip will be good⁸⁰ for Mr. Green. May I get a flag for him? (90)

Lesson Three

Words

Marrow, lower, vetoed, choked, porch, bomb, Claude, poultry, locker, reload, abolish, bolt, coke, crockery, brought, honor, plateau, broken, talker, remote,²⁰ collar, gnawed, donate, shadowed, molar, frolicked, coughed, column, moral, open, motor, cobra, torrid, rewrote, volley, college, echoed, hornet, goblet, alone,⁴⁰ Polish. (41)

Sentences

John will get a good lock for the door. I wrote Mr. Jolly about the load of coal I bought.²⁰ Nora will not ignore the knock at the door. Joe shot a crow in the oak tree in the meadow.⁴⁰ The mole made a hole in the knoll on the lawn. Mr. Shaw told me of the attack he made⁶⁰ on the robber. The collie will frolic on the lawn. Lottie will borrow a coat from Pauline. A launch will⁸⁰ tow the boat to the shore. (86)

Lesson Four

Words

Crude, juggler, furrow, muddle, budget, Atwood, crooked, looped, doughnut, hammock, blue, buckle, shrewd, wearied, grouped, wafers, cooked, dwelt, hallway, whipped,²⁰ whimper, aloof, Wheeler, quilt, plucked, fluke, pucker, mushy, nudged, brunette, brutal, foolish, maroon, coupe, prune, wicker, woodwork, mullet, hunch, hushed,⁴⁰ yoked, cuddle. (42)

Sentences

If you can get here before noon we will wait for you. We are very glad to have you move²⁰ here. Will you get the weary lad a bottle of milk? The team cannot pull a very heavy load on⁴⁰ the muddy roadway. He took a walk in the cool of the day. Can you pluck the fruit from the⁶⁰ tree in the grove? He will quit work at noon if he can get away at one. Do you know⁸⁰ to whom I should go for the book? Mr. Murray cannot fool all the folk. (95)

Lesson Five

Words

Supper, rubies, valleys, stuffed, satchel, dosed, swivel, smelt, images, lettuce, hostess, crocus, sullen, prefaced, smug, appeased, stiffer, daisies, instep, unfriendly,²⁰ financier, breadth, kinked, stealth, vanquish, thrusts, relaxed, zoo, impanel, sees, loftily, compression, dazzle,

cookies, slipped, famously, Plymouth, nothing, excess, unscrewed,⁴⁰ playthings, wreath, friction, yachts. (44)

Sentences

You can get the check cashed at the bank. He rarely reads a good book of fiction. He cannot fix²⁰ the bearings in the lathe. Mr. Booth thought the tax rate was unfair. Ethel will get the cloth for Edith's⁴⁰ coat. We are sorry we cannot fix your saw early in the week. We shall take a cruise on the⁶⁰ yacht if the sea is not too rough. Two pages of Jessie's essay on Athens are missing. You should choose⁸⁰ the theme for your essay. You say in your letter you desire six pair of fancy hose. (97)

Lesson Six

Words

Humor, scour, rescue, oriole, confusion, slowly, widely, adieu, scenario, quoits, mouths, dieting, aroused, vouches, Lloyd, spiral, prized, poised, thighs, graphite,²⁰ broilers, miserly, Hylan, cypress, aisles, Bowen, buyers, hikes, Ryan, exciting, serial, cereal, poetry, curios, piously, espied, crouched, nicely, Assyria, piety,⁴⁰ alias, blithely, oppression, browsed, couches, imbued. (46)

Sentences

I feel sure his wife will like the new kind of light. If you will allow me to write him²⁰ I will point out the kind of wire he should use. I wish you to write your name on the⁴⁰ right side of the page. I desire a quire of white writing paper for Amelia. We can show you a⁶⁰ fine line of ties for boys. The price of the twine is too high for our use. Owen will try⁸⁰ to find the height of the tower. I will invite a few of the boy scouts to enjoy a trip¹⁰⁰ on the launch. (103)

Lesson Seven

Words

Scandal, squander, widen, rattan, parents, shanties, defraud, sentences, ptomaine, studio, negative, demolished, Camden, hisses, affixes,²⁰ defiant, debtor, Sweden, mimicry, retainer,⁴⁰ monarch, India, actresses, unkempt, indefinitely, plaudits, mineral, grinds, crisis, assailant, intimate, exists, notices, redemption, assistance, emptied, pieces, bases, detention, indexes,⁶⁰ condenses, abstain, hint. (43)

Sentences

The agent will give his attention to assisting the gentlemen install a new system. Plenty of paint will whiten and²⁰ brighten the pantry. The society will choose a different date for its monthly meetings. Mr. Andrews will at-

tempt to obtain⁴⁰ an estimate from the carpenter. He spent much time printing the bulletins for the women's societies. The freshmen will have⁶⁰ a dinner at the Holland Hotel in Trenton. His losses are very great indeed. (74)

Lesson Eight

Words

Orchard, booster, resources, surgeons, worrying, smarter, wharves, Packard, current, curtains, plastered, exertion, veneer, chairman, torture, quartet, servants, cleaner, borders, sisters,²⁰ danger, instill, Vernon, haggard, outskirts, urged, brighter, retiring, curdles, surprised, barters, awarded, serpents, terminus, Sherlock, gorgeous, preserve, fasteners, nearest, sweaters,⁴⁰ cashiers, larger, largely, sternly, surpasses, absurdity, asserted, Lampert. (48)

Sentences

I am surprised to learn that Mr. Ward would not endorse the note. It is certainly worth your while to²⁰ attend the meetings of the wage-earners. We shall hope for a large increase in business in the northern territory.⁴⁰ We guarantee good service and prompt attention to all mail orders. What sort of utensils do the farmers use in⁶⁰ our southern territory? Our card index shows that we have received no orders from you lately. Mr. Richards, our hardware⁸⁰ dealer, can get the style of hammer you desire. (89)

America—A Nation of Inventions

From the Sterling Products Company Magazine

The American Patent Office has issued over a million and a half patents.

United States patents have been granted to²⁰ American inventors for the telegraph, the telephone, the sewing machine, the vulcanization of rubber, the moving picture, the phonograph, the⁴⁰ incandescent light, the typewriter, the automobile, the sleeping car, the electric car, the linotype machine, the vacuum cleaner, the airplane,⁶⁰ and the leading features that make modern radio possible.

This is a formidable list. These inventions have affected the habits⁸⁰ of each of us, causing us to live entirely differently than we otherwise would.

A group of parents were talking¹⁰⁰ one afternoon while their children played.

"My own boyhood was quite similar to that of my father and my grandfather,"¹²⁰ said one man. "The great changes seem to have come within my lifetime. I am startled when I think how¹⁴⁰ different is my son's environment from that of my own or the member of any previous generation. My boy thinks¹⁶⁰ of the automobile as a natural means of transportation; his idea of a mailman is a flyer, because a mail¹⁸⁰ plane goes over our house



Get A Better Position

Use our expert service. We are in contact with thousands of schools, while you may reach only a few. Leading private schools, public schools, state normals, and more than half of the State Universities have selected our candidates. Don't miss the choice openings. Write for registration blank.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

Shubert-Rialto Bldg., St. Louis, Mo.

More Fast Work

The Superintendent asked us for help November 16. Our nominee (who was out of work) applied November 19. The Superintendent, on November 23, wrote that he had engaged our candidate.

We asked another man, teaching only in evening school, to apply for an excellent full-time high school position November 3. He wired November 6 that he was applying, so we recommended him to our client, the Superintendent, that day. He began teaching November 17, at \$2000. May we help you too?

THE NATIONAL COMMERCIAL TEACHERS' AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

-::-

Larcom Avenue, Beverly, Mass.

each day; to him there is nothing wonderful about the electric light, the phonograph, the²⁰⁰ moving picture, or the radio. He accepts them just as naturally as I accepted a dog or a horse."

Those²²⁰ in the group agreed that men and women, now ranging from thirty to fifty years, have lived through an era²⁴⁰ of revolutionary changes. They may have been wrong. It is said that every new generation thinks that its period of²⁶⁰ activity is the most remarkable in the world's history. However, it does seem that the last fifty years have been²⁸⁰ particularly unusual.

When I first went to live in the country for the summer, we had no electric light, no³⁰⁰ running water, no electric appliances. Of course, we did have an automobile, a telephone, and a phonograph. At first we³²⁰ got along very well without electric light and running water, and we almost convinced ourselves that neither had contributed very³⁴⁰ much to the happiness of the human race. One day the opportunity came to install both. Now we would be³⁶⁰ willing to contribute generously to funds for the building of monuments to the men who invented the incandescent lamp and³⁸⁰ the electric pump.

I have said it before, and I say it again, that the human race may not be⁴⁰⁰ any more intelligent than it was two or five thousand years ago, but it certainly is a lot more comfortable,⁴²⁰ a lot happier, and a lot livelier. And we can thank American inventors for contributing so much to our well-⁴⁴⁰ being. (441)



There are two freedoms—the false, where a man is free to do what he likes; the true, where a²⁰ man is free to do what he ought.—*Charles Kingsley*. (30)



Nothing can lessen the dignity and value of humanity so long as the religion of love, of unselfishness and devotion²⁰ endures.—*Amiel*. (22)

Business Letters

Exchange and Wrong Charge

(From Gardner's "Constructive Dictation," pages 60, 62, 63, letters 1, 6, and 7)

Mrs. L. A. Paulsen
400 Clarke St.
Milwaukee, Wis.

Dear Madam:

Thank you for your new order, which we²⁰ expect to ship promptly.

Another order has been sent separately in exchange for the merchandise you returned to us. Every⁴⁰ care has been exercised to comply with your instructions, and we are confident you will find the goods satisfactory.

We⁶⁰ are glad you gave us an opportunity

to make the exchange, as we want you to be fully pleased with⁸⁰ every transaction.

Kindly let us hear from you whenever we can be of service.

Yours truly, (96)

Mr. Ludwig Rippe
521 Madison Ave.
Akron, Ohio

Dear Sir:

If you were speaking of Locust Street,²⁰ Putnamville, in your letter of July 16, and paid a straight cash fare, you were certainly charged an extra fare,⁴⁰ and we want to return it to you. We are therefore asking our local superintendent at Salem, R. B. Chalmers,⁶⁰ to call on you and straighten the matter out.

We are glad you brought the matter to our attention, and⁸⁰ thank you for the spirit in which you wrote.

Cordially yours, (91)

Mr. Oscar Davis
704 Northfield St.
Dexter, Mich.

Dear Sir:

Permit me to thank you personally for your²⁰ very kind coöperation in assisting us to straighten our records relative to your recent order for fencing.

The check for⁴⁰ \$49.75 you returned to us has been duly received, and our books have been posted⁶⁰ accordingly.

I am unable to ascertain definitely just what amount is due you; however, as you say it is one⁸⁰ dollar and some cents, I am going to take the liberty of enclosing herewith a check for two dollars, which¹⁰⁰ I believe will satisfactorily recompense you.

Wishing you a Happy New Year, I am
Very truly yours, (117)

Do Not Rut the Road

From "Cannery Notes"

It might help if somebody would post a few signs—"Do not rut the road"—in business. Start out in²⁰ a new direction and make a new trail. Get off the beaten track. Try something new. Or, if you must⁴⁰ do the old thing, do it in a new fashion.

"Do not rut the road" of thought. Think out your⁶⁰ own problems; you may find a new way to answer them—who knows?

"Do not rut the road" in art,⁸⁰ literature, or even in the clothes you wear. Be original, individual, and you will at least have the joy of¹⁰⁰ living your own life, of creating your own niche, whether it be on the mountainside or low in the valley.¹²⁰ Your experience will be your own, and not those passed down to you by previous travelers along the road. We¹⁴⁰ only know what we actually experience. (146)

If I Were an Apprentice

From "The Wisconsin Apprentice"

I would first of all have faith in my work and in my fellowmen.

I would analyze my trade²⁰ and ascertain what a competent journeyman ought to know so that I may waste no time working in the wrong⁴⁰ direction.

I would observe the skillful journeyman perform a difficult piece of work so that I may know what to⁶⁰ do when later the same work comes to me.

I would never hesitate a second to admit making a mistake⁸⁰ and to take the consequences.

I would not complain every time I am given a disagreeable job.

I would not¹⁰⁰ lose the respect of my fellowmen by fawning on my superiors.

I would strive to gain the confidence of my¹²⁰ superiors by doing my work right, and not depend on the inspector to find my mistakes.

I would at all¹⁴⁰ times be a gentleman in the shop as well as on the street.

I would seek out the difficult type¹⁶⁰ of work and shun the "soft jobs."

I would spend my evenings profitably by cultivating my mind in reading good¹⁸⁰ books.

I would see in my trade a stepping-stone to something higher than a mere means of making a²⁰⁰ living.

I would endeavor to be everything that goes to make up a good citizen in my community.

I would²²⁰ recognize once and for all time that I still have much to learn. (233)

280-Word-a-Minute Championship —Testimony

(Continued from the January issue)

Q⁶⁰⁰ I assume you are referring to the Spanish-American war?

A Yes, I saw service in Cuba.

Q Were you⁶⁸⁰ a commissioned officer?

A No, I was an enlisted man.

Q I believe you stated in answer to a previous⁷⁰⁰ question that you were not acquainted with any of the members of the Metropolitan Police Department. A That is correct.⁷²⁰

Q Do you belong to any organization which has for its object the enforcement of the National Prohibition Act? A⁷⁴⁰ No.

Q Were any of your relatives or friends ever interested in a case similar to this?

A My brother⁷⁶⁰ was a witness where a man was shot in a holdup.

Q Did you discuss any of the facts with⁷⁸⁰ him?

A Not exactly. He told us about it, but we didn't discuss it in particular.

Q Well, some talk⁸⁰⁰ passed between you about it? A Merely in the family.

Q Do you remember any of the facts in connection⁸²⁰ with that affair?

A No, except that it was in an alley, as far as I remember.

Q I am⁸⁴⁰ not asking you about the facts you remember. I mean do you recall any of the facts in the case?⁸⁶⁰ A Not in detail.

Q Did you form any opinion at the time as to the guilt or innocence of⁸⁸⁰ the parties?

A Well, I thought the guilty persons should have been punished.

Q And you still have that opinion,⁹⁰⁰ have you? A Yes.

Q If you are accepted as a juror in this case, would the fact that your⁹²⁰ brother had been a witness in a similar trial influence you against my client?

A I do not think so,⁹⁴⁰ but it would depend on what the witnesses had to say.

Q Is your mind free and open to render⁹⁶⁰ an impartial decision? A I will do my best.

Q That is all we can ask. I merely want to⁹⁸⁰ get your viewpoint.

A That is what I am trying to give you.

Q You understand that you have only¹⁰⁰⁰ to pass on the facts? A I understand.

Q And that you receive the law from the presiding judge?

A¹⁰²⁰ Well, that is always the way I thought a jurymen was to decide a case. (1035)

(To be concluded next month)



Sarcasm implies pride since it means putting oneself above others—and levity because conscience is allowed no voice in controlling²⁰ it. In short, we read satirical books but we only love and cling to the books in which there is⁴⁰ heart.—Amiel. (42)



To renounce happiness and think only of duty, to put conscience in the place of feeling—this volunteer martyrdom has²⁰ its nobility. The natural man flinches but the better self submits.—Amiel. (32)

Short Stories in Shorthand

Proof Positive

"You surely don't believe your husband spends all his spare time fishing, when he never brings home any fish?"

"Yes!¹²⁰ That's why I believe him!" (25)

The Brute

Wife: John, tomorrow is our silver wedding. Why not kill the pig?

John: What's the use of murdering the poor²⁰ pig for what happened twenty-five years ago? (28)

Easy!

When Mark Twain was editing a Missouri paper, a superstitious subscriber wrote him

that he had found a spider in²⁰ his paper, and asked if it signified good or bad luck. Twain replied:

"Old Subscriber: Finding a spider in your⁴⁰ paper was neither good nor bad luck for you. The spider was merely looking over our paper to see which⁶⁰ merchants are not advertising, so that he can go to those stores and spin his webs undisturbed." (77)

Gone Forever

A very excited woman hurriedly approached the inspector at the police station, saying:

"I have lost my husband. He was²⁰ with me yesterday, but I have not seen him since."

"Extraordinary," replied the inspector. "Can you give us any particulars⁴⁰ as to his appearance?"

"Oh, yes!" was the answer. "He is very dark and has a sallow complexion. He also⁶⁰ has a Roman nose."

The inspector shook his head and said: "In that case, Madam, you will never find him."⁸⁰

"Why?" she asked in astonishment.

"Because a Roman nose never turns up." (92)



Convention Gleanings

(Continued from page 216)

the adage, 'Slow and sure,' has no place in the modern business office."

Awards

Professor Wolfard presented cups and trophies to the teachers whose teams were successful in the state contest: *Typewriting Award*—Parkersburg High School, Mr. S. G. Steele; *Shorthand I*—Weir High School, Weirton, Miss Esther Miller; *Shorthand II*—

Charleston High School, Mrs. Olive Zimmer; *Book-keeping Award*—Charleston High School, Miss Alta Shoen.

Officers for 1929

President—Prof. Lee A. Wolfard, Marshall College, Huntington

Vice-President—Mrs. Olive Zimmer, Charleston High School

Secretary-Treasurer—Miss Esther Miller, Weir High School, Weirton

Wisconsin State Teachers' Association

THE CULTURAL VS. THE PRACTICAL IN COMMERCIAL EDUCATION—*Mr. J. O. McKinsey, University of Chicago.* There should be constant coöperation between business houses and business training schools.

Shorthand and typewriting contribute just as much to an abundant life as any of the so-called cultural subjects; provided, of course, that students can be brought to use intelligently the kind of information needed in the solution of everyday problems.

SHORTHAND PROBLEMS—*Mrs. Alyce Goodlad, Madison Vocational School, Madison.* The presentation of characters built into words and then correlated into sentences constitutes the first few weeks of shorthand study. Reading and writing practice under the direct supervision of the teacher is advocated.

In the advanced phase of shorthand teaching, English, punctuation, and effective letter arrangement are points strongly emphasized and discussed. Originality and initiative are created through project supplements.

SHORTHAND RESULTS IN WISCONSIN—*Miss Edith Bisbee, State Teachers College, Whitewater.* A three-year investigation of the rates of shorthand speed actually attained by high school shorthand students showed that teachers

are not giving enough attention to dictation in the first semester.

To secure dictation skill: First, teach all phases of shorthand proficiency as a unit, developing theory, dictation skill and reading ability simultaneously, beginning the first day; second, cover the principles slowly, to allow time for each to become usable in dictation before another is studied; third, teach all principles through reading and practice on sentences and letters.

HOW WILL OUR PRESENT COMMERCIAL CURRICULUM BE AFFECTED BY RECENT INVESTIGATIONS?—*Mr. Lloyd L. Jones, Department of Business Administration, Baldwin-Wallace College, Berea, Ohio.* Research is not limited to those scholarly studies and productions upon which university students receive advanced degrees. Research is one of the tools by which modern business makes its analyses, contributions, and decisions.

If commercial teachers will contact with the business world, commercial curricula will be adjusted so that vocational guidance and placement will dignify the commercial sciences, and the business men will look upon the commercial department as an effective means to an end.

In the shorthand round table, the following topics and speakers were presented:

Shorthand Round Table

1. Methods of Presenting Gregg Shorthand—*Mrs. Alyce Goodlad, Madison Vocational School, Madison.*
2. Proficiency Tests in Typewriting—*Miss Edith Phelan, Kenosha Vocational School, Kenosha.*
3. Practical Information as a Basis for Commercial English—*Miss Underwood, Madison.*

Bookkeeping

Adult education was commented upon by Miss Edith Breen, of Beloit. Mr. Jacob Spies, of Sheboygan, spoke in detail on JUNIOR BUSINESS OCCUPATIONS.

Oshkosh District

TEACHING THE PUPIL HOW TO SELL HIS SERVICES—*Mr. George D. Halsey, Service Manager, Gimbel Brothers, Milwaukee.* "Just what job and how to get it?" is an important question for graduates, but one usually not considered until after graduation.

An effective method to obtain the desired position is: First, make a list of organizations that will have the job or type of occupation one wishes to follow. Second, select from this list a few concerns whose employees are happy and loyal. Third, choose the particular type of work you desire and prepare carefully for an interview. It is well to remember that personal appearance and initiative are important factors in securing a position.

THE EVOLUTION OF SHORTHAND TEACHING—*Miss Goldina Fisher, The Gregg School, Chicago.* Economy is the aim of every institution—the best in the least possible time. Intensive shorthand vocabulary drills, penmanship drills, and plenty of dictation matter with a correlation of business English throughout the course, lay the proper cornerstone for stenographic economy. Add to this the personal development of the student by memory training, concentration, attention to details, neatness and punctuality—then you have a desirable office worker.

COMMERCIAL CURRICULUM BASED ON THE FUNCTIONAL ORGANIZATION OF BUSINESS—*Mr. R. E. Hansen, High School, Appleton.*

Through *marketing* you have really the sales end of the business—the buying and selling. *Production and finance* constitute the economic side of business. *Standards and records* are developed by the accounting division of the firm. It is necessary, of course, that the personnel be taken into consideration in order that these departments may lead to effective production. We must teach the elements that will be of value in the five divisions just outlined.

La Crosse District

CHARACTER TRAITS AND IDEALS—*Miss Irene Mason, Winfield, Iowa.* The virility of our citizenship depends very largely upon character

training. The moral and spiritual fiber is ever responsive to enlightened direction.

One great writer has said, "Idealism is caught, not taught." Exercises which kindle an enthusiasm to emulate those masterful personalities that are so splendidly embodied in our great historical characters are conducive to the appreciation and developing of character traits and American ideals.

ANALYSIS OF CLASSROOM PROCEDURE—*Miss Mary McCluskey, High School, Tomah.* The activities of the recitation period may be classified under several headings:

1. The teacher talk, where the aim is to give information, to impart meaning, and to assist in problem solving. The only way in which the teacher can be sure that her talking is effective is by thorough testing and by repetition when necessary.
2. The oral quiz, which has three aims: (a) it stimulates thought; (b) it tests for knowledge; (c) it affords drill.
3. Pupil-talk, or the topical recitation where the aims are the same as for the teacher-talk.
4. The discussion, or socialized recitation.
5. The written test.
6. Directed study.
7. Directed practice.

MAKING THE COMMERCIAL ROOM ATTRACTIVE—*Miss Marie Frazier, High School, Viroqua.* As the grade rooms are colorful and business men's offices are made attractive, so the high school rooms should have an appearance of dignity and brightness, in addition to a business air. When you are in harmony with your surroundings, you feel mentally and physically invigorated.

WHY TEACH SALESMANSHIP?—*Mr. Robert Butler, Central High School, La Crosse.* The biggest game of all living is selling. Business has reached a much higher plane on account of salesmanship. Three important qualifications of a salesman are tact, personality, and enthusiasm.

All commercial students should have these three qualifications developed to the highest possible degree.

THE BOOKKEEPING TEACHER'S PERSPECTIVE—*Mr. James Neis, Madison, Wisconsin.* A course in bookkeeping is profitable to all; for it emphasizes, from its cultural and vocational background, these points: (1) social relation in exchange of surplus; (2) exchange mode for the purpose of securing the necessities of life; (3) every individual must make something; (4) every individual should know something about what he is making; (5) each one must know how it can best be made.

THIS completes our brief summary of the reports received of the various state teachers' conventions held during the fall and early winter. In the next—March—issue, we begin a report of what happened at the meeting of the National Commercial Teachers' Federation at Detroit during the holidays.

The New Model

of the Gregg Writer Stenographic Fountain Pen appeared last month and has won immediate favor. Possessing all the merits of the original pen, it has the additional advantage of a much more attractive appearance.

The new pen bears on the cap the Gregg Emblem in burnished gold on a background of blue and white enamel. A new and beautiful roller clip has been designed especially for this pen and is mounted higher on the cap than before. Another gold band has been added to the cap and a gold band has been put around the end of the barrel of the pen.

In order to make these improvements in the appearance of the pen it has been necessary to increase the price slightly. The retail price is now \$3.50. Teachers may deduct a discount of 20% from a remittance accompanying an order for four or more of the pens, making the net price \$2.80 when purchased in quantities. Every pen carries our unconditional, money-back guarantee.

----- Order Must Be Accompanied by Remittance -----

THE GREGG WRITER, 16 West 47 Street, New York, N. Y.

I am enclosing \$....., for which please send me.....Wahl Gregg Writer Stenographic Pens (at \$3.50 each), which you guarantee to be the same as that recommended by two World's Champion Shorthand Writers. This pen is to have a rosewood finish, a 14K gold nib, the new and improved gold roller clip, a gold filler lever, and four gold bands. Each pen will have on the cap the Gregg emblem. If I am not entirely satisfied with this pen after using it for one week, I may return it and you will refund my money.

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